

### The Professional Mobility of a Specialist as an Issue of Russian Developing Education

Goryunova, Lilia

Postprint / Postprint

Monographie / monograph

#### Empfohlene Zitierung / Suggested Citation:

Goryunova, L. (2006). *The Professional Mobility of a Specialist as an Issue of Russian Developing Education*. Rostov-na-Donu. <https://nbn-resolving.org/urn:nbn:de:0168-ssoar-441801>

#### Nutzungsbedingungen:

Dieser Text wird unter einer CC BY-NC-ND Lizenz (Namensnennung-Nicht-kommerziell-Keine Bearbeitung) zur Verfügung gestellt. Nähere Auskünfte zu den CC-Lizenzen finden Sie hier:

<https://creativecommons.org/licenses/by-nc-nd/4.0/deed.de>

#### Terms of use:

This document is made available under a CC BY-NC-ND Licence (Attribution-Non Commercial-NoDerivatives). For more information see:

<https://creativecommons.org/licenses/by-nc-nd/4.0>

*On the Rights of a Manuscript*

Goryunova Lilia Vasilyevna

**The Professional Mobility of a Specialist as an Issue of  
Russian Developing Education**

13.00.08 - Professional Educational Theory and Methodology

Author's Abstract of the Doctoral Thesis

Rostov-na-Donu

2006

The work has been done by the Department of Pedagogics in the Rostov State Pedagogical University

Scientific Consultant: Doctor of Pedagogical Sciences, Professor Mareev Vladimir Ivanovich

Official Opponents: a RAE's Academician, Doctor of Pedagogical Sciences, Professor Borisenkov V. P.

Doctor of Pedagogical Sciences, Professor Isaev Ilia Fedorovich

Doctor of Pedagogical Sciences,  
Professor Fomenko Vladimir Trofimovich

Leading Organization: Volgograd State Pedagogical University

The Defense will take place on the «19» December y. 2006 at 11.00 the meeting of the Dissertation Council, D.212.206.02, in the Rostov State Pedagogical University, which is situated in the Bolshaya Sadovaya Street, № 33, Rostov-na-Donu city; post index: 344082.

The Dissertation text is being kept in the Library of the Rostov State Pedagogical University

The Author's Abstract has been sent on 17.11.2006

The Dissertation Council Scientific Secretary

P. P. Pivnenko

## **General Description of the Work**

### ***Urgency of the Research***

It took place at the World Conference of Higher Education in Paris, in 1998, - when it was noted that "every society needs a renovated higher education to meet the challenges of the 21st century, without which no cultural, social or technical progress of any nation is possible". Education, as a social institute, provides the younger generation an access to the cultural, moral and professional scientific value resource.

The higher education of Russia has been going through a stage of continuous development and innovation over the last decade. The driving force of the higher school transformation processes is its will for renovation, hard learning material, economic conditions and also the wish to join the World Educational System.

The modern educational success is determined primarily by the ability to respond flexibly to ever-changing conditions. Pliability is necessary not only for the whole educational system, but for its every single component in particular. State and society experience a need in the specialists capable of flexible of their activity contents' rearrangement regarding the demands of the labor market changes. An obsolete experience applied in new conditions may appear not just useless but even harmful. There's a new challenge for a "life-long education" which comes with the need of new knowledge and skills necessary for specific circumstances; and that is a matter of regional importance.

P. G. Shedrovitsky says in his work that there are three groups of system problems, which have been piled up in the Russian educational environment. These items are as follows:

1. Narrowed Educational Mobility (there's no such educational space inside which one could move along freely, neither students have a chance to travel around the country and be involved in various situations).

2. Obsolete Technological Infrastructure. The correlation between lecture time and self-learning should be different; students should be able to work with educational materials on their own.

3. Staff (only 10% of all teachers are able to learn new educational technologies as a matter of fact).

4. Education is a Huge Inertial System, where innovative methods may wait for years or even decades to be developed and implemented.

5. While the period of the change of profession has shortened (2-3 shifts at a lifetime), the much slower educational system moved aside from all other running social processes; so now it fails to find any new forms of its functioning. Specialists say now that saving qualification becomes more and more a hard task. American scientists claim that every specialist should reclaim

5% of theoretical and 20% of practical professional knowledge annually. They also calculated the Knowledge Obsolescence Measure, or "the Competence Half-decay Period". The specialists' competence downgrades to 50% as new information comes. This downgrade period has been shortening through the last decades unfortunately. In 1940, obsolescence of knowledge occurred, for instance, every twelve years occasionally; in 1960 - every 8-10 years; it's a 2-3 years' period for a modern student in fact.

A specialist who learns faster has better opportunities in general and chances to meet every new challenge worthily in particular. Profession needs professionals. The very dynamics of modern social transformation calls for specialists capable of analyzing ever-changing social and economic tendencies, making and realizing nonstandard decisions in the situation of market competition, eliminating stereotypes from the production and the personal activity's spheres. That's why training of specialists capable of professional mobility is one of the major problems of the modern Russian professional education.

The turn of the educational system to an individual and headlining of this accent in the country's development strategy, support of the society of knowledge and the dependence of the professional career success not only from a high level of general, - but professional knowledge too; all this calls for a need to change the approach for the goals, the contents, organizational structure of the specialist's professional training in the professional education system. One should consider herewith the change of the main social development goal; interdisciplinary character of the professional labor; personal orientation in unstoppable education, the interest of society in educated citizens with a high level of pedagogical training as a guarantee of their successful professional career and competitiveness in the labor market.

Educational system up to recent past had been providing such learning forms and methods, which were meant to obtain the system of ready-made knowledge. Today the goal of training becomes more and more the activity itself, ability for its variability, personal qualities, which determine not only the narrowed professional characteristics of a specialist, but even more his cultural level, intellectual development. The modern society active development rhythms, its dynamics and its instability make it an urge to maintain, as G. Bordovsky says, a "twice faster teacher's training". And today one should keep considering the creation of fundamentally new conceptual model of education, inextricably linked with integrative processes, qualitatively new structure, and new system-making factors.

The problems of mobility developing, as both horizontal (geographical) and vertical (professional), are quite actual for the modern Russia.

To use the specialist's potential fully, one should improve his/her professional mobility. Modern Russia needs such specialists who will be able and willing to learn and adapt to the new conditions. To find out the needs and

abilities of new teachers for a constant professional development and change of professional activity we had organized a questionnaire for the teachers of the South Federal District: the Rostov region and the Chechen Republic. About 58% of teachers don't know what do they want to achieve in professional sense in the next three years; more than a half of the interviewed didn't give a clear explanation of the direction they followed, and thus they had no certain goal of their professional development even for a short period of time. 30% of the interviewed never changed their professional activity, and 48% of them could hardly integrate something new into their professional activity. We can see that about half of the teachers have no experience in realization of their inner professional mobility. That's why about 73% of the interviewed answered that during the last three years they had no real progress in professional sense. 73% said they would have liked to be involved in a new creative work, but they had no free time and appropriate conditions for that. So two-thirds of the interviewees could possibly be active participants in educational innovative changes, but they didn't have any skills in planning their professional life and were sure that changes must come from the outside. More than a half of the interviewed couldn't really evaluate their own abilities for modifying their professional activity quickly and adequately, though 45% of them consider that they could make use of their potential in director's place. One-third of the interviewed (33%) were sure that they made a wrong choice of profession. They were ready to leave it, but they thought that no appropriate conditions had been created for that, meaning that they would have liked to display the outer professional mobility, but at the same time they were absolutely sure that they couldn't do that without someone's help. The results of the questionnaire revealed that a modern teacher needs to develop his/her projection skills, aimed both at self and the professional activity. More than a half are ready to realize their professional mobility as both inner and outer, but they have no necessary competence and they cannot use the technology of their professional self-realization. All this calls for the reclaim of the theory and practice of specialist training (professional), providing conditions for the personal formation establishment of the new specialist, capable of professional mobility in the international integration's conditions.

Modern world is very dynamic, new activity spheres arise rapidly, serious structural changes in economics can occur during the life of one generation. That's why a modern specialist needs to be ready to realize the fact that his/her education will be not enough and that he/she will need to train and be retrained all life long. A significant contribution into the growth of a specialist's professional mobility can make the Russian reforming educational system.

The research of the problem of the professional training of mobile specialists in the system of both higher and middle educational institutions allowed pointing out several contradictions as follows:

1. at the conceptual level:
  - Between the two approaches to the professional education as a sphere of unstoppable professional self-development of a specialist: knowledge- and person-oriented;
  - Between the understanding of the necessity of reinforcement of the basic specialist's training and the dominating narrow-specialized direction of the specialist's training;
  - Between a fairly high level of the common specialist's training theory development, those specialists capable of self-development, self-organization, and on the other hand - the inappropriate development of the conceptual basics of the specialist's training, capable of professional mobility in the situation of uncertainty.
2. at the level of the specialist's training goal determination:
  - between the objective necessity of society in a person, able to project his life and professional line in ever-changing conditions and the real state of professional training, aimed basically at the formation of functional ability for activity;
  - between a social order for the training of a mobile specialist and the impossibility of his appropriate realization in the conditions of such currently functioning narrow subjectively oriented higher school educational system;
  - Between the need of a person in professional self-development and real conditions and means of the future specialist's higher school education;
  - Between the need of a special training of a professional mobile specialist and the absence of conceptual educational model and the student's development, worked out in the context of modern higher education, aimed at the development of self-knowledge and self-organization of students.
3. at the level of organization and providing of training:
  - between the used academic methods and technologies of professional training and a need in using the student's live experience in the process of professional training;
  - Between the outstripping character of professional training and the traditional building of educational contents;
  - between the potential facilities of the modern professional education, aimed at the development of needed qualities as part of specialist's professional mobility and the real overwhelming of traditional forms of training's organization;
  - Between the constantly changing claims of the labor market and the lack of flexibility in the training's system;

- Between the need in organization of the space, providing the student's mobility, and the undeveloped content of methodological materials, which back up the process.

An understanding of the outlined contradictions conditioned the actuality of the chosen topic of research, which item is determined as follows: the way professional education and specialist's training should be to be ready for realization of professional mobility regarding of the arising of new educational circumstances in the higher educational professional sphere, characterized by the change of circumstances between the education and the labor sphere on the one hand, and the emerging of not traditional subject of the educational process - an adult man, combining the study with the professional activity.

### ***The main points of the research concept***

The definition mobility means flexibility; therefore a mobile man is a flexible man, capable of fast changing and moving. The previous researches pointed out different kinds of mobility: social, academic, cultural, sociocultural, professional and others. We're interested in the professional mobility in the pedagogical activity sphere. A professionally mobile teacher should have multiple qualities, among which the most important are: sensitivity for educational innovative changes, ability for inner mobilization of one's recourses for an adaptation in the changing educational environment, the ability to develop one's potential for the solving of new tasks and for necessary change of the environment, the acquirement of new pedagogical technologies and so on.

To form up and develop the quality of mobility in the educational process Of a pedagogical higher institution is possible only if it meets the claims of mobility and gives the future teacher a chance to perform his own mobility. That means mobility should become one of the leading principles of the modern professional education, based on the classical principles of fundamental, scientific, systematic, professionally subjective approaches. The mobility of the educational process, is contradicting these principles in common sense, is the means for overcoming of the essential contradiction between the tendency for stability, immutability, fulfillment of the educational contents and new tasks and claims for its innovative change, integrating it into the modern fast changing life, sociocultural and production (pedagogical) situation.

Everything said allows determining it as an **object of research** of the Russian higher school activity in forming of the future specialist's professional mobility.

***The subject of our research*** is the scientific pedagogical ground of the professional specialist's mobility development in higher educational system.



***The goal of our research:*** theoretical grounds and practical development of the system of a mobile specialist's professional pedagogical training in educational sphere.

Regarding the goal, the object and the subject of the research a **research hypothesis** is being put forward. If we take the professional mobility as an actual goal of specialist's training in the higher school of modern Russia, then one should change educational contents for its realization not only in the direction of its deeper fundamentals and humanization, but for the inter-discipline, advance, oneness, flexibility and competence introduction; one should change also the technologies of professional training in the direction of their individualization and personal activity maintenance, eventfulness and vitality (use of live experience), projecting of the individual projections of specialist's movement in professional world; and also one should change the evaluation criteria of training results - by bringing into their system the mobility as personal professional quality of a future specialist.

The process of the mobile specialist's professional pedagogical training will be qualified in case of formation and realization of a professionally mobile specialist's training system in the higher educational pedagogical institution space, including the components as follows: conceptual (in which the definition of professionally mobile specialist and of the training system of professionally mobile specialist in the educational sphere are being determined), theoretical-methodological (the totality of principles and approaches for the training system development), substantial (the list of components and training blocks), technological (the totality of educational technologies, providing the realization of this content) and diagnostic (the totality of diagnostic means and situations of its apply).

From the problem, object, subject, hypothesis and the goal of the research the ***tasks of this research*** were determined as follows:

1. The realization of study of this educational situation through a prism of mobile specialist's training;
2. The forming of the conceptual research base of the specialist's professional mobility;
3. The development of the theoretical model of the training system of professionally mobile specialists in educational sphere;
4. The construction of a normative model of the professional mobility of a specialist;
5. The creation of a substantial and technological environment of the formation process of specialist's professional mobility;
6. The diagnostics of the levels of professional mobility and probation of a normative model of professional mobility.

***Theoretical-methodological base of the research is as follows:***

the main points of pedagogical methodology and the technique of research (M.A. Alekseev, V. I. Zagvyazinsky, V. S. Ilyin, V. V. Kraevsky, A.M. Novikov); the modern theory of information society (D. Bell, V. A. Vagramenko, G. I. Ikonnikov, K. K. Kolin, M. P. Lapchick, N. P. Petrova, E.S. Polat, A. Toffler); the research of global processes in education (V. I. Baidenko, A. V. Biryukov, V. P. Borisenkov, L.S. Grebnev, V. M. Danilchenko, O.A. Zamulin, B.G. Kapustin, D.L. Konstantinovsy, A. P. Liferov, N. E. Pokrovsky, V. V. Radaev and others.); the theory of higher educational process (U. K. Babansky, E. V. Bondarevskaya, I. F. Isaev, V. V. Kraevsy, N. V. Kusmina, V. A. Petrovsky, V. V. Serikov, V. A. Slastenin, V. T. Fomenko and others); the theory of continuous professional pedagogical education (A. A. Greckov, L. V. Zanina, N. K. Sergeev and others), modern concepts of the humanitarianism the and humanization of education (N. D. Nikandrov, U. V. Senko, V. A. Slastenin, E. N. Shiyanov); the theory of competence approach (V. I. Baidenko, I. A. Zimnyaya, N. V. Kusmina, A. K. Markova, V. A. Slastenin, U. G. Tatur, A. V. Hutorskoy);

domestic and foreign concepts of mobility (P. M. Blatz, M. Veber, A.A. Geraskova, D. Goldthorpe, O. D. Duncan, E. Durkgame, T. I. Zaslavskaya, L. V. Kansusyan, U. A. Karpova, S. E. Krapivensky, S. A. Makeev, V. G. Podmarkova, R. V. Rivkina, P. A. Sorokin, U. H. Sewel, R. M. Houser, M. V. Chernish, M. Sheler, A. Shutz); researches of professional mobility (L.Amirova, Z. Bagishev, O. M. Dudina, U. I. Kalinovsky, M. A. Ratnikova, N. F. Horoshko and others); the theory of an outstripping education (V. I. Baidenko, B. M. Bim-Bad, E. V. Bondarevskaya, P. N. Novikov, N. A. Selezneva).

During the research of the topic we used the systematic approach (V. G. Afanasyev, V. P. Bespalko, B. S. Gershunsky, U. A. Konarjevsky, F. F. Korolev, N. V. Kuzmina, G. N. Serikov, A. N. Uemov, E. G. Yudin), synergistic approach (V. T. Volov, D. F. Kitaev, E. N. Knyaseva, S. P. Kurдумov, I. R. Prigojin, N. F. Talanchuck), personal activity approach (I. A. Zimnyaya), eventual approach (I. I. Ashmarin, I. V. Kondakov, A. I. Pigalev, V. M. Rozin, E. V. Saiko) for studying of a specialist's (teacher's) professional mobility, its contents, structure and ways of development.

For solving of the set tasks and check of the essential suggestions a complex of *research methods* was used as adequate as the nature of the studied phenomenon: a method of theoretical analysis (historical-pedagogical, comparative, retrospective); the methods of scientific research (synthesis, analysis, comparison, comparing of various documentary and research data); prognostic methods (generalization of independent characteristics, modeling of the pedagogical higher institutional process); observing methods (direct and indirect observation, self-observation); praximetric methods (analysis of the activity products; sociological methods: questioning, testing, interviewing, talks, self-evaluation).

The study was carried out from y. 2001 to y. 2006 and consisted of three stages:

In the first stage (2001 - 2002.) the study and critical analysis of the native and foreign literature, dissertation's research of the specialist's professional mobility, determination of the research's goal and the grounding of its subjective area, determination of the essential points of research, its goals, tasks, hypothesis and methods of study had been carried out.

In the second stage (2003 - 2004.) a specification of the logical structure of research, the final formation of the conceptual and the methodological complex of the study were carried out, theoretical approaches for the study of the specialist's professional mobility phenomenon; the building of the professionally mobile specialist's training model in the pedagogical educational conditions.

In the third stage (2005 - 2006.) was dedicated to the gathering of a facto-logical material, the analysis and the summing up of results, the final formation of the conceptual research model, the development and implementation into the practice of professional educational institutions' activity a number of program methodological manuals and the publication of main results of research in the scientific editions, the design of the dissertation's text.

The work was being done in the context of a complex research program of the South department of the Russian Academy of education.

The scientific research had undergone an **approbation** through messaging of its results in different international, all-Russian and regional conferences (international congress "The development of a person in multicultural educational space" in Tiraspol City, in y. 2004 and in Cherkassy, in y. 2005, all-Russian conference "The formation of a professional conference of specialists as a goal for modernization of education", in Orenburg City, in y. 2005, all-Russian conference "The spiritual and moral development of a specialist in college and higher educational institution" in Belgorod, y. 2005; all-Russian conference "Russian education in XXI century: problems and perspectives" in Penza City, y. 2005; all-Russian conference "modernization of the system of professional education on the basis of a regulating revolutionizing", in Chelyabinsk City, in y. 2005; Round table "University and humanitarian problems of the region", in Tyumen City, y. 2005; international conference "Actual social and psychological problems of personal development in the educational space of XXI century", in Kislovodsk City, in y. 2006; international conference of "Educating the citizen, a man of culture and morality as a condition of constructive development of the modern Russia", in Rostov-na-Donu City, in y. 2004) Besides, the results of the research were displayed during the annual meetings of the South Department of RAE.

***The scientific novelty of the research*** is as follows:

1. The definition "professional mobility of a specialist (teacher)" is introduced into the theory and practice of professionally pedagogical education, which is used in the dissertation as a methodological construction, allowing to constructively resolve contradictions between the tendencies of the higher education for the preservation of its classical forms and the new requirements for the specialist, arising in the conditions of a dynamically changing social situation of educational development in the global world.

2. The study of the educational situation was realized in Russia, also some premises for the development of specialist's mobility and factors, which slow this process down. The of modernization measures system in professional pedagogical education started in the direction of creating a mobile educational environment.

3. Some possibilities of support and technologies of the higher pedagogical education in the mobility development of the future teachers. Some ways of the educational process modernization in the development of professional mobility on the basis of using the eventual and competence approaches.

4. A normative model of the specialist's professional mobility is developed; it includes a motivational and aim-concerned, essential, processed, technological, technological components and also the evaluation criteria and the specialist's professional mobility levels.

5. A modernized system of professionally pedagogical training of a professionally mobile specialist is substantiated; it includes goals, contents, principles, technologies and mechanisms of the professionally mobile specialist's training in education.

Theoretical value lies in the fact that in our research it's substantiated for the first time that professional mobility is at first the quality of a person, which provides the inner mechanism of personal development through the formation of key generally professional competences; secondly, it's individual activity, which is determined by the events that change the environment, resulting in the self-realization of a person in profession and life; thirdly, the process of personal self-transformation, and his surrounding professional and life environment. In accordance with this definition some components of the specialist's professional mobility were pointed out, such as: professional competences (key and all-professional), readiness of the person for changes and his/her professional and social activity.

The educational situation in Russia is considered in the context of integrative processes, running because of the all-European and world treaties. (Bologna Process, Asia-Pacific Integration Process). The mobility in this context is substantiated as a fundamental principle in education, the realization of which provides a free movement of a person in the world of education, aimed at the improvement of the quality of life and of the specialist's professional activity.

Among the factors which stop this process, there are: an inappropriate understanding of the mobility as a goal of modern education and an insufficient orientation of the higher educational teachers for the development of mobility, imperfection of teaching plans and programs, a strict regulation of the content of the professionally pedagogic education, a declarative character of the variability of the educational processes in the higher educational institution, lack of attention for the individual educational routes and individual programs of the professional development of students and other factors.

A theoretical justification obtained a further development of a competence and eventual approaches as principles of modernization of the contents of professional pedagogical training, the realization of which fosters the contents to obtain the qualities of mobility, variability and personal-oriented sense. A meaningful part of the future specialist's competences in the mobility sphere has been developed; substantial lines of individual specialist's movement trajectories in the professional space were developed too; an evaluative semantic importance of the educational, live, professional, cultural, and other events arose along the way of this movement.

The model represented in the dissertation has a prognostic character, directs toward the anticipatory educational content, allows to forecast innovative changes in education, obtains a quality of wholeness, that is the applicability for the development of specialist's mobility not only in pedagogical but also in other kinds of higher professional education (engineering, agriculture, building and others).

The qualitative peculiarity of the suggested in the dissertation system of education and development of the specialist's mobility lies in its orientation for the realization of assigned tasks in the conditions of uncertainty and changes through increasing of the future specialists' readiness degree for the innovative changes in education, increasing the level of personal responsibility for the self-realization in profession, orientation for the obtaining of the competences (main, additional), which provide the competitiveness in the labor market in the educational sphere.

### ***The practical importance of the research***

The most important aspects of the future specialist's professional mobility development problems concerning the sphere of professional pedagogical education are represented systematically in the dissertation for the first time. The practical importance has the model of the specialist's professional mobility, criteria of its evaluation and levels of development, principles, approaches and technologies of providing the professionally mobile specialist's training according to the peculiarities of the modern educational situation, innovative system of the professionally pedagogical specialist's training capable of professional mobility in the in the educational space, and also diagnostic means and program methodological support of the educational courses programs, aimed at the formation of professional mobility of the education specialists.

***The reliability and validity of the research results*** was provided by the logic of constructing of the research, the singled out methodological position, based upon the advanced theoretical developments in the sphere of pedagogical science, the use of totality of research methods, representativeness of results, the run of expertise of the obtained conclusions during the conferences of regional, all-Russian and international levels.

Next items put forward for the defense are as follows:

1. The results of the analysis of the educational situation in the world and in Russia, which point at the growing importance of the specialist's professional mobility.

Processes of globalization, integration, modernization, development are running in the modern education and become the source of the growing demands for the quality of specialist's training. One of the new requirements for an individual, activity and development of the modern specialist is mobility. The factors which foster this demand are as follows: rashness and innovativeness of life and activity; fostering of the personal career dependence from education; increase of the speed of the knowledge obsolescence; growth of the addiction of personal success in life to education and profession; constant changes in the labor market; increase of speed of world job market changes; the dynamics of job market development; constant changes of the status of many professions; economics development and knowledge society. The necessity of the professionally mobile specialist training in the educational sphere is conditioned by groups of premises as follows:

- The first group of premises is related to the process of change of educational paradigms, formation of the new educational concept, which is suitable for individual demands and for a dynamically developing society in the conditions of implementation of new teaching and training technologies;
- The second group of premises arises in connection with the development peculiarities of information society: an increase of the amount of productive information, increase of information consumption, development of new information technologies and so forth;
- The third group of premises is connected with the integration processes in education: development of the system of continuous education, continuity of educational levels, modernization of teaching disciplines, introduction of new teaching disciplines, formed at the basis of integrative principle, etc.
- The forth group of premises of the education of new specialist is concerned about the problems of education quality: the growth of demands for the teacher's professionalism level; change of expectations, laid on education; the broadening of the educational abilities of a person and so on.

2. The conceptual base of the specialist's professional mobility research in the educational sphere, which includes the ground for the contents of definition "professional mobility" and the principles (scientific approaches) of its study.

Professional mobility obtains an interdisciplinary content and is realized in the context of personal and active, system and synergistic, eventual and competence approaches. A methodological analysis led to the determination of three interconnected entities of professional mobility, which is defined in the dissertation as *personal quality* that provides an inner mechanism of personal development; *personal activity* which is determined by the conditions that change the environment, the result of which is self-realization of a person in profession and life; *the process of self-transformation* and its professional and personal environment. According to the detected structure the professional mobility should be studied at the level personal qualities (addictiveness, communicativeness, self-dependence, adaptability, single-mindedness, valuable orientations and aims, social memory, critical thinking, ability for self-knowledge, self-development, self-education, social mobility); at the level of activity's characteristics (reflexiveness, creativity, prospective, projection, targeting, flexibility, pliability); at the level of the transformation processes of personal individuality, activity, environment.

Personal active approach displays such mobility characteristics as the specialist's ability to reflex the primary level of his professionalism, his abilities, to objectively evaluate the measure of the undergone changes in his/her personality and activity, the readiness of the specialist for life changes and others.

The system synergistic approach allows to detect such characteristics of the mobile specialist, as the ability to evaluate her future as a kind of a "fan of opportunities", to forecast his/her development, to make decisions in the situation of choice and others.

The eventual approach focuses on the study of professional mobility in the conditions of fluently changing events and their personal value for the specialist.

The competence approach allowed representing the professional mobility as a totality of certain competences, which are being formed, actualized and activated through the activity together with the arising important problems. The given approach provides interconnection of education and labor market and focuses on the adding to the education practically-directed life problems and situations.

The methodological meaning have the kinds of mobility, highlighted in The research: Social, cultural, socio-cultural, academic mobility and its forms too: vertical, horizontal, global mobility.

Professional mobility is a quality, directed at the transformation of oneself and the environment in line with the development tendencies, that's why it means a leading and continuous character of the education itself.

3. The theoretical model of professional mobility as a quality of a specialist's wholesome personality in the educational sphere includes the components as follows:

- the totality of competences, providing the professional mobility of a teacher, including the key competences, such as: healthcare, cynicism, social interconnection, communication, information technology competence and common professional competences as pedagogical interaction, organizational, projective;
- the readiness for changes as a synthesis of firmness and "reactive" adaptation;
- activity as means of pedagogical transformation and self-transformation.
- as a model basis goes the regular occurrence of interaction firmness and changeability in the development of a professionally mobile specialist that points at the interaction of the interconnected processes of the mobility development as follows: steadfast development, preemptive development, the teacher's personality professional development.

4. Stages of the specialist's professional mobility development process in the educational sphere:

I. The stabilization stage is characterized by the adaptation of the student for the new conditions of the educational activity, educational sphere, social surroundings, that provides his steadfast functioning in the process of professional training.

II. Analytical stage consists of the student's training for self-transformation, individual activity as a reflexive reaction for the "indignation" of educational environment (especially created by the teacher through the organization of the events, problems and tasks), as a result of which the student turns to the analysis of his own recourses, which allow him to move toward the events and demands.

III. Transformation stage is an active stage at which occurs a real inclusion of the student into the process of his personal professional development, which gives him/her an opportunity for an active moving on in professional learning.

The change of states "firmness - movement" makes a process-cycle, which allows displaying mobility as a change of professional development direction and the training of the future teacher.

5. The model of a professionally mobile specialist training in the educational sphere, which includes the following components:

a) A value-directive substantiation, as a result of which the priority values and the specialist's professional mobility development goals are pointed out as the abilities and skills as follows:



- to adapt, to orientate oneself in the professional world;
- to learn freely, to project the vector of one's personal career progress, to display the readiness for the change of activities, behavioral patterns, ability for self-transformation in profession and environment;
- the ability to influence the environment and the undergoing processes, to use them for one's own development;
- To develop one's own competence in profession, social life, culture, self-education, displaying different kinds of mobility: social, cultural, socio-cultural, academic, professional.

6) The content of the professionally mobile specialist's training, which is built in accordance with the principles as follows:

- axiological, which orders the analysis of pedagogical profession as social and personal value;
- gnosiological, which suggests the contents, directed at the epistemology of the theory in the interaction with a professionally-pedagogical practice;
- the principle of socialization, which implies the contents, helping in adaptation, socialization and personal self-realization in profession and society;
- the principle of individual motivation, which demands the revealing of the contents in the context of providing the employment guaranties and the career growth on the basis of individual educational development routes;
- the phenomenological principle, which determines the necessity of understanding of cultural senses of change, undergoing in education, and their recognition by the participants of the educational processes;
- Space principle, which focuses on the discovery of the content of the young specialist's training in the context of interaction of teaching, educational and professional space.

c) The technology of mobile specialist's training, based on the personal and subjective approaches, which implies the change of the goals, principles, contents, methods and criteria of evaluation of the effectiveness of professional training. So far as the goals, principles, contents are highlighted in the points 1-3 of given items; we shall represent its methods and criteria. The methods providing the development of professional and other types of specialist's mobility are directed at the actualization of its inner potential resources in self-education, self-development, self-change, self-presentation, and granting pedagogical help and support in the realization of individual educational route in mastering the profession and the further self-development in the world of professions. According to this the criteria of professionally mobile specialist's

training effectiveness go: personal (reflexive, axiological, educational, and qualitative) and activity-related (adaptive, projective, creative).

The dissertation has the following structure: introduction, four chapters, conclusion, references and applications.

## THE MAIN CONTENT OF THE WORK

The conceptual and methodological mechanisms of the dissertation research are being substantiated **in the introduction**; tasks and dissertation structure are being determined, and items for defense are being declared.

**In the first chapter** "The mobility of a specialist as the problem of modern education" the state of modern educational structure is being studied, the abilities of development and formation processes of professional education in the globalization conditions. Basing on the literature analysis factors and premises which condition the necessity of training of a professionally mobile teacher, it is being depicted. There's a need to develop theoretical and methodological base of studying the phenomenon of mobility.

The analysis of the documents which displays the politics of the state in the educational sphere allowed us to determine the basic direction of development of the modern national educational system. The educational politics focus on the meeting of the educational needs of an individual, society, state and the very system of education regarding the tendencies of world education.

Basing on the research material, which reflects the situation in the country in the whole and in the education in particular we pointed out some modern tendencies of the country development, which condition the changes in the educational system. Firstly the acceleration of society development rate, which leads to the need of training people for life and activity in ever-changing conditions. Secondly, the fast growth of economics which influence the structural changes in the employment sphere conditioned the need of continuous educational system development (constant qualification development, retraining of specialists), which provide the flexibility and mobility of employees. Thirdly, the meaning of humane importance grew bigger, which plays the main role in the intense and innovative stable development of the educational system for all of the employee generations.

The factors above condition the need to train a specialist, able for the professional mobility, which determined those changes which the system of modern professional education has undergone.

In the conditions of constant change of educational system the modern specialist will be able to work properly if he is professionally mobile, that means being mobile both inside and outside of the system. The facts of educational system change tell that the system will stay constantly in the state of stable innovative development. Concerning this the professional specialist training should be realized in advance and be directed at the formation of future specialist capable of professional mobility.

In the process of specialist's mobility aspects research and different points of view on this problem we determined some alternative positions on the typology of mobility. Their determination means such a conditioned combination of various views on the types of specialist's mobility in the modern conditions of his environment. Nevertheless, each of represented positions obtains common features which allow associating it with one or another kind of specialist's mobility.

Firstly, one should notice the growing attention for the education as some kind "social lift", which allows a person to move from one social stratum to another. All this allows to single out one of the most frequent types of mobility in the researches already done, - the vertical mobility, which is tightly bound with the career growth of the specialist. The development of the country moves in all directions in the way of realization of the projects of various durations. The ability of a specialist to join in an activity fluently and to participate in the process of project realization actively, to solve during the run of a process the set tasks, and also the ability to be an author and developer of projects started to be a valuable quality in the labor market. Concerning this modern specialists need qualities for another kind of mobility - the horizontal professional mobility. The third kind of mobility is connected with the process of globalization; we can call it *a global mobility*, which is associated with the migration of students and teachers in the framework of one common European educational space. This kind of mobility is being paid great attention in common documents of the educational European integration process. The mobility of this kind can be realized only if some special changes will be put into the national educational system, which makes it closer to the "European changes".

Basing on the mentioned above we shall point out some main items of the higher professional education in the conditions of its globalization and modernization. Firstly, education calls for teaching specialists capable of learning fast and adapting for the changing conditions and contents of the professional activity, interested in their continuous education and development. Thus it's a need to develop their adaptive qualities and also self-educational skills in the process of the specialist's professional training in the higher educational system. Secondly, education should train in the future specialist such personal structures and abilities, which would allow him/her to find his

bearings in the professional world and to work out the direction of his career growth.

**In the second chapter** "The general methodological and theoretical grounds of the specialist's professional mobility" an analysis of the professional mobility concepts is being carried out. Their essence is being revealed, the chances of its implementation as methodological approaches are being determined for the solution of the set task.

The item of the specialist's professional mobility which we research bears a complex character and lies at the junction of different directions of the social humanitarian knowledge. That's why the methodological basis of the phenomenon analysis "the specialist's professional mobility" is the complex interdisciplinary approach. The essence of such approach lies in the fact that the most general description of the given category is possible only through looking at it in the unity with socio-philosophical, socio-cultural, psychology-pedagogical approaches for the considered phenomenon.

A number of approaches for the specialist's professional mobility's study has been considered in the article, every of which allows determining this or that aspect of the specialist's professional mobility and the peculiarities of its training in the modern conditions. Of course, the pointed out multitude of approaches gives quite a conditional unity of them. Each of the given approaches was studied by us according to a certain scheme, the elements of which are the main criteria and factors of professional mobility, and also the sphere of practical realization of the given approach in the professionally mobile specialist's training.

The first approach which we use in our research is personal-activity's one. The idea of personal development through activity lies in its basis. According to this approach the specialist's professional mobility is being displayed in motivational and goal-oriented individual activity, which is being activated in the "key moments" of his professional and personal life. The degree of success of activity depends on real "starting opportunities" of the specialist and the willingness to work with them. The factors of professional mobility in this approach are as follows: the ability of a specialist to reflex the starting level of his professionalism, his opportunities, to evaluate the degree of undergone personal and professional changes objectively, the readiness of a specialist for changes in life, degree of activity, the success of the projection activity, effective targeting, and prediction of results. In view of this provisions during the training of professionally mobile specialists one should pay proper attention for the problems of active participation of students in the process of goal-setting and targeting, using the diagnostic technologies, directed at the evaluation of changes in personality and activity, to strengthen the research component of pedagogical practice, to implement technologies, allowing the students to participate more actively in the process of personal professional realization, to change the contents of personal student's work.

In the framework of system synergistic approach a professionally mobile specialist is understood as a professional, capable of evaluating the future as a kind of a wide choice of opportunities, making solutions freely in the situation of choice and act. For that a specialist should have ability for goal-setting as modeling the future and for self-education too. The signs of professional mobility in this approach are the ability for self-education, self-development, and the skill to find one's bearings in the flow of knowledge and also the ability for change of kinds of activity, behavioral roles, analytical skills, prognostic skills, skills for making decisions. Education is an open, non-linear system, characterized by changes and having a "reserve of maneuver". That's why one should pay attention to the problems of providing the variability of specialist's training, activate the students' creative scientific research activity through their participation in real educational projects, develop the higher educational information environment, which provides the process of the student's self-education.

The next approach is event-trigger. According to this approach the manifestation of individual professional mobility lies in dependence with the events of different significance degree for a person. A professionally mobile specialist is a moving person, the activity of who is directed at the self-transformation in profession and the surrounding reality. He is able to realize his personal activity in the conditions of constant change of events, which means The situational variability as long as being an event means a push, an impulse which breaks the inertness and the linearity of the directional movement, bringing a new opportunity for the movement, so it can go forth as a factor, which determines the specialist's mobility. The signs of such mobility can be the abilities of a person to influence events, to manage events, to use them for personal development. The modern educational space should be filled with valuable events, which provoke him/her to develop one's own skills, meeting reality and opportunities. One should take notice of the fact that the saturation of the professionally educational space with events regards nonstandard mechanisms and technologies, and also specific diagnostics, which slows down the realization of this approach in the process of the mobile specialist training.

The competence approach in education is being paid big attention in education now; the results of the specialist's professional training are being evaluated in the competences, which broaden the graduate's employment area.

In this approach the specialist's professional mobility is shown through the unity of certain competences, which form out, actualize and initiate in the activity along the rise of the important items. The main difficulty in using of this approach lies in the fact that there's no one whole definition and view on the modern specialist's competences. The first attempts to represent the model of the modern specialist basing on the competence approach, but the diagnostic instruments, as we think, is not enough developed for the evaluation of the

degree of formation of these or other competences. The given approach provides an interaction of education and labor market, that's why the content of professional training should be filled with practice-oriented life situations. Besides, one should strengthen the cross-sector interdisciplinary connection and to point out some key modules in the specialist's training program. This will provide an academic mobility of students.

Regarding this review it is clear that the views on the specialist's professional mobility are various. In the given situation one needs a modeling projection of the system of professional training allowing the development of the professionally mobile specialist.

In the third chapter "The model of the specialist's professional mobility" some specific professional mobility peculiarities in the educational sphere are being considered. And both socio-pedagogical and professional aspects of this process and phenomenon are being analyzed. The essence and the content of the definition "professional mobility" are being revealed. The components of professional mobility are being characterized. The evaluation criteria and levels of professional mobility have been worked out.

The social mobility (the process of serving of an individual in the social space, which leads to the change of place and status of a person in social structure) is criteria of social differentiation and an indicator of the modern social state. A modern teacher constantly interacts with various social groups (children, parents, colleges), who belong to different social layers (strata). A teacher moves along in the society from one social group to another with a goal to organize interaction, for example, between parents and school. Such social mobility of the teacher bears a situational-event-trigger character, thus the teacher should obtain such quality as "social mobility". For a quantitative evaluation of this quality one may use a space-and-time indicator, which shows how fast a teacher can organize interaction with parents and if he's able to get them more involved into their child's life activity. As the main form of the teacher's social mobility goes the intensity of interaction between him, family and school, which are arising in the changing conditions. Thus social mobility is based on the unity of different methods of interaction between an individual and society (group, social layer) which are being made up in constantly changing conditions. Therefore, the future specialist should be adaptive, communicative and tolerant.

Cultural mobility provides an innovative approach for the solution of set tasks basing on the principle of humanism in the social environment. Cultural mobility of a teacher is understood as the ability for creativity, self-oriented, free and critical thinking, event-trigger analysis, ability to find nonstandard decisions in the new situations, to foresee the character and tendency of changes. The ability to represent the needed idea in various forms is the key skill of the

teacher's cultural mobility, which is necessary to provide the cultural maintenance of the educational process of people.

Socio-cultural mobility (variability of the inner state of an individual regarding the changing culture, social changes is determined by the inner energy of a person, his inner potential and is conditioned by the interaction of two structures: constant (spiritual strength, stable core, values of highest priority) and variable (flexibility, changeability, mobility of consciousness).

Socio-cultural mobility is quite a complex unity and is defined as a complex of components as follows: methods of practical thinking, ideological mindsets, and valuable orientations of a person. All of these components have various degree of freedom or mobility. Therefore, socio-cultural mobility consists of the changing factors of practical thinking, changing ideological views, developing valuable orientations. The inherent social actors' activity goes as condition of social systems' mobility and the degree of their addictiveness for the changing situation. Socio-cultural mobility carries out a number of functions, among which there are: creative function, transformation function and developing function.

We consider that the characteristic of cultural and teacher's socio-cultural mobility should above the mentioned components include the cultural teacher's ID. Studying the definition as socio-cultural mobility we can notice that the realization of specialist's mobility regarding the changing culture will be effective only if the evaluative essential and generally cultural competences do develop through the means of professional education.

Academic mobility manifests among the students and teachers at different levels. This special mobility is based on the "involving education", which provides a free choice of the educational trajectory for a student and the realization of the inner need of the intellectual potential in action. System-making function of academic mobility is a necessary component of integrative processes, including the international community. Academic mobility is one of the priority directions of international activity of almost all of the foreign universities, and its key component is the involved education of students and aspirants. The main tasks of this process are as follows: the establishment of equal partnerships with foreign universities; a realization of the opportunity for the students and aspirants to test themselves in another system of higher educational organization; the gaining of the students and aspirants some additional knowledge in related spheres; mastering of a foreign language; getting to know the foreign organizations and companies; the realization of an opportunity to get a diploma of a foreign university. Through academic mobility an inner need of intellectual potential is being realized in action to the production area through the space of the space of interaction and interconnection.

Thus, academic and educational mobility gives a chance to build up your own educational trajectory for a student and already working specialist in the

framework of functioning of the professional education system in general and the system of continuous professional education in particular. To build up and realize the educational trajectory the future specialist needs to form and develop educational competences.

Professional mobility goes as a condition and consequence of the development of professional division of labor regarding the needs of the society through change of professions, learning the new ones and together with that at this level the profession institution becomes a mechanism of connection with the institute of professional education, because its functioning provides for institutions and organizations the professional training and retraining of the personnel.

At personal level the problem of professional mobility is connected with the changes of the individual's professional self-orientation character, arise of new professions and specialties, obsolescence of a number of pre-existing ones.

Mobility can be horizontal and vertical, mobility in space (social) and mobility in time (inter-generational and inner-generational). In the degree of intensity mobility's can be: mobile social groups; mildly mobile social groups; immobile social groups.

The scholars look upon the mobility not only as process, but also as quality of a person; such understanding is characterized by the fact that a person can be mobile if he obtains some certain personal and professional qualities, but his mobility can be displayed only in action; so talking about the level and degree of his mobility should only be appropriate in his realization in action.

In our research the definition of professional mobility is a triplex (Latin triplex is triple, consisting of three independent parts), that means we define professional mobility as:

- **personal quality**, providing inner mechanism of individual development;
- **personal activity**, which determined by the changing events that change the environment, the result of which goes the self-realization of a person in profession and life;
- Self-transformation **process** of a person and his professional and life environment.

The competence description of the educational sphere specialist's professional mobility (teacher) is the unity of competences which a pedagogical institution graduate should obtain; he also should be capable of the professional mobility realization. Regarding our research for a successful realization of professional mobility a specialist should have a *certain number of competences* (the first component of professional mobility), which characterize him as an individual and a professional in his sphere of education. The given competences go as the basis, allowing a higher institution graduate to find his bearings in the world of



his profession easily, to be competitive in the labor market, to be prepared for the following education and self-education too.

A number of disciplines have been determined in the research, which is represented in the educational standard, allowing forming competences, lying in the base of the specialist's professional mobility. The analysis of their contents displayed that the essence of professional mobility competences, which can be formed out by means of general professional block of disciplines, considerably exceeds the total quantity of competences, which are formed by the means of humanitarian and socio-economic disciplines and the block of mathematic and natural disciplines, which sustains the item of the key role of pedagogical disciplines and psychology in the teacher's training process.

The goal of modern teacher's training is specialist training, capable of realizing the professional mobility during the whole life, that's why the formation of competences, providing the ability for professional mobility, goes as the main item of the quality of professional education.

At the time the change of educational model is going on, which is based on the projection of knowledge at the model itself, "oriented at the projection of work principles in the conditions of lack of scholars' knowledge", which is mostly connected with the development of the modern specialist's personality. The modern person lives and acts in the condition of high degree of "turbulence", which determines the level of directional changes unpredictability. That's why in such conditions an effectively active specialist of the educational sphere should obtain a number of qualities, which go forward first as follows: creativity of thinking and the speed of decision making, ability to learn, self-learning, the ability to adapt for the new circumstances, stable mind capable of stress-resistance of outer and inner organizational environment, ability to track down and evaluate the state of environment. A high degree of addictiveness during the activity in the turbulent conditions characterizes a mobile teacher, capable of solving various tasks without a psychological stress for him/her -self or others.

Continuousness and discontinuity which characterizes the changes, running in the modern world and in educational system in particular, do influence people greatly. This conditions the process of division people into those who obtain high stability for changes, but not inclined for adaptation; those who are not capable of adaptation and cannot stand changes; those who is capable of adaptation and changes but the speed needed for adaptation is not enough high, which slows it down, and finally those who can adapt and change quickly, capable of fast learning, self-learning. That's why modern education calls to help the younger generation to be stable for changes and be capable of "reactive adaptation" basing on self-education and education. That's why an important component of professional mobility is the *readiness of a specialist for changes*. A man, overestimating his store of knowledge, makes a decision on its change and abandonment of some of its part. "The wish to change" means that a

person wants to make substantial changes in his life and activity without someone's intrusion or pressure. Many scientists studying the socio-professional activity consider that it goes as an indicator of the socialization degree of a person and becomes apparent not only in the adaptation of the individual to another professional conditions, but is also aimed at their changing. The degree of change of these conditions is the indicator of activity, and therefore specialist's mobility in professional sphere. On the one hand, specialist professional mobility goes as a result of his education, on the other, as a factor which determines this education. This implies the base allowing us to speak about the socio-professional prediction of the specialist's formation and development, which means the formation of a professionally mobile kind of personality. The formation of an active kind of a person is one of conditions of the teacher's mobility realization and his following introduction into professionally-pedagogical activity. The third component of professional mobility is *personal activity*.

The teacher's mobility is determined by the social, individually-personal factors and at the same time goes as a result of personal inner effort aimed in particular at the comprehension of his social and professional role (self-knowledge) and the evaluation of one's professionally-pedagogical activity. (Self-appraisal)

Constant change of standards, criteria of self-estimation as a professional in connection with the growth of the number of attributes of professional activity, reflecting in the specialist's mind, overcoming professional image stereotypes, strengthening of its wholeness, and also transformation of the professional self-esteem - all make the modern teacher to redirect in profession. The mechanism of inner professional mobility goes here as pedagogical reflection, as the direction of the teacher's consciousness at oneself. The ability to develop life plans and the ability to realize them go as the basis of self-prediction, which goes as a condition of self-stimulation and self-regulation. The knowledge of oneself are forming out in activity and the main opportunities (potential), that means personal resources, which often without being realized in only one individual activity, are providing personal self-development, his maneuverability and mobility. The support of specialist's training, capable of professional mobility will be an effective in creating the conditions of stable development of the very educational process.

The system of the specialist's professional mobility criteria has been represented in the work, which includes basic criteria, which characterize the wholesome specialist's mobility phenomenon and specific criteria, the outer indicators, through which one can retrace the intensity of the main criteria. As the main go two basic criteria, which characterize mobility in its wholeness and complexity: the personality criteria (includes reflexive, axiological; qualitative;

educational components) and the activity criteria (includes special components: adaptive; projective). Look at the table 1.

***Table № 1. The system of the specialist's professional mobility criteria***

|                      |              |   |
|----------------------|--------------|---|
| Personality criteria | reflexive    | ability for reflection, reconsideration of personal and professional account  |
|                      | axiological  | the completeness of the individual system of values; the character of valuable aspirations                                    |
|                      | quantitative | Personal properties and qualities as follows: openness, confidence, tolerance, flexibility, fluency, localization of control. |
|                      | educational  | the quality of the individual professional education, knowledge, skills, abilities, professional competence                   |
| activity criteria    | adaptive     | scio-professional knowledge   |
|                      | projective   | career formation  |
|                      | creative     | the professional activity's creative character  |

The model of the specialist's professional mobility is being looked at in the professional space and the specialist's individual manifestations, reflecting the interconnection of the specialist's individual recourses, the changing demands of the society, state, personality for the changes in professional sphere, for professional growth and the peculiarities of a specialist in mobility realization, which allowed to use typology as a classification teaching for the description of professional mobility. The given approach allows building abstract typologies, in which a type is a complex construction, placed in a multi dimensionality space.

The key specialist's professional mobility types are singled out in the work as follows:

- mobility, aimed at the realization of the individual needs of a specialist;
- mobility, aimed at outer demands;
- mobility, aimed at the achievement of personally important goal;
- mobility, aimed at the mutual acceptance of outer demands and personal potential;
- mobility, realized regardless of individual, professional qualities of a specialist;

- mobility, by which the activity is directed at the professional development regardless of the reality of current situation;
- Optimal mobility.

The criteria and indicators which we approve allow describing three levels of students'/ specialists' professional mobility formation: situationally adaptive; systematically projective, systematically creative. The directions of the specialist's professional mobility can change; herewith every new direction can be progressive if it contains elements which will be included into the content of previous variant (the system of implied levels-spheres). This reveals the excuse of the early level of professional mobility. Any level in concrete goals and potential obtains perspective qualities, as it's capable of serving as primary base for ongoing levels through which it can be involved in the following process, developing and learning.

The dynamics of formation and development of the specialist's professional mobility is characterized during the transition to the next stage by the changes in character of connection between the components, which run all the way of accumulating of professional activity experience, changes in individual qualities development, key and professional competences.

**In the fourth chapter** "The system of the specialist's professional training, capable of professional mobility" the system aspects of a professionally mobile specialist's formation are being considered. The questions of theoretical items realization are being analyzed in the process of future teacher's training. Principles and approaches of providing the professionally mobile specialists training and the conditions of their realization are being determined in the article. A characteristic of the professionally mobile specialist's training stages is given in the higher pedagogical institution conditions. The technologies and instruments of professionally mobile specialists of the educational sphere are also being determined.

One of the most important personality development factors a specialist capable of professional mobility goes the content of education.

The analysis of activities, for which a higher pedagogical institution graduate should be prepared regarding the level of his qualification (specialist, bachelor, master), determined by the state educational standard of the higher professional education (2005), allowed to classify the kinds of activity, for the realization of which a graduate should be prepared according to generality degree. We see that the "effect of scattered identification" still exists, which can be explained by the domination of the mono-level training over the multilevel one in our educational system until recent times. The analysis results for the demands of the educational level of a pedagogical institution's graduate (bachelor, specialist, master) displayed, that the demands for the graduate's knowledge and skills bear mostly an activity-related character. Comparing the

SES of HPE (State Educational Standard of Higher Professional Education) on the extended elements of the contents' structure (on discipline cycles) and on amount of hours, we found that in standards of the year 2000 compared with the 1995 year's standards the amount of hours preset for the training grew approximately to 5% and some essential changes have occurred in the standard's structure and its discipline's cycles, the significant amount of hours was added for electives (optional classes). In the 2005 year's standard a multidisciplinary content and quite a low interdisciplinary of the contents' construction were saved. Using the method of SWOT-analysis, we determined strong and weak points of the 2005 year's SES of HPE. The research data allow saying that the system is not yet ready for the integration of sufficient changes into the pedagogical staff's professional training process, conditioned by the modern situation in the educational and labor market.

The analysis of the contents side of the national educational standards at the level of their correspondence with the task of developing the readiness of a specialist for professional mobility showed that one of the indicators of educational result is "the specialist's professional mobility" is determined in the text of standards in the tasks of specialist's training (32%), in the tasks of bachelor's training (43%), in the tasks of master's training (56%).

It's necessary to note that the block "professional mobility" is in higher degree developed in the direction 540500 of technological education, in the master's standards, but unfortunately without a necessary qualitative level differentiation. This is determined by the orientation of professional tasks, for the decision of which a graduate should be prepared. The professionally mobile specialist's training is represented mainly in the standard of master's degree, the educational program of which is aimed mainly at the graduates' professional mobility training. Almost all of the analyzed standards lack the indicators of value-semantic and universal cultural competence as a specialist's professional mobility component which contradicts the constantly actualized mission of higher school in the sphere of strengthening of its cultural base.

In this regard the notional mechanism of definitions needs to be specified more correctly, which is the same for all the levels of pedagogical education. The standard doesn't fully provide academic and professional graduate's mobility in the conditions of differentiation of educational programs. The problem of content making of general professional disciplines for relative directions of training and specialties of higher professional education hasn't been solved yet properly, which slows down the student's academic mobility. According to the modern professional pedagogics the content of modern education is set by the integrative paradigm of the personal related and the socio-related education, which in its essentials do realize itself as a "pedagogical model of the social order", which creates the imperative of a obligatory support of the opportunity of the further effective qualification transformation obtained by a person. The content of the mobile specialists' professional pedagogical

education should be adaptive, providing maximum suitability for the changing conditions, - and constructive too, - which provide the transformation and development of the educational system in Russia.

In the modern society a new type of a working person is being formed - "associative person" - who is a worker of a broad range, dynamic, creative, capable of program-aimed evaluation of a process, socially responsible, who came to shift the "organizational person". As the main principles of working activity go the necessity of constant renewal of knowledge and mastering of new professions and specialties. The achievement of a high level of professional mobility is determined by a number of indicators, among which is the broadness of the specialist's training profile, at the ground of which lies the fundamental knowledge of natural, social, humanitarian, generally professional profile. Specific projective principles of the mobile specialist's pedagogical profile's professional training are playing important role in the renewal of the contents as follows: axiological, gnosiological, socializing, individual motivation, phenomenological, special. In the conditions of the modern Russia's development the higher educational politics should be directed at such specialist's training, which will provide social defense by the quality and professionally active abilities of their education and also complex training for the work in ever-changing conditions.

The system of education should be adaptive. The adaptivity of the educational process is determined by the principle of its flexibility on all of the stages of research and organization. The study material, which corresponds to the flexibility principle, allows adapting education to the level of knowledge, student's skills, specific characteristics of the educational group, and peculiarities of the socio-cultural educational context. Using the points of andragogics in the process of a professionally mobile specialist training we define for student the leading role; the teachers' task is care and support of a student. The teacher's activity lies in helping the student to make his choice in necessary knowledge, skills and abilities. The teaching is being built by interdisciplinary modules (blocks).

Andragogical approach is being realized in connection with the theory of vitagenic education, which implies a base of live vitagenic experience and realization in forming of all of the vital individual functions. Vitality is creativeness, adaptability of people for that social order, in which framework they exist. Here we see a connection with the definition of personal mobility, which is the ability to be more flexible and adaptive in one's own living.

But the people's lives are determined by their ability to overcome the limitation of personal experience, to grow it bigger, which means vitality. As we suppose the category of vital capacity is closer to the category of personal mobility and his/her ability to transform his living qualitatively, to bring it into line with external processes and conditions. The important question for our

research is the meaning of vitagenicity social sense for a certain person. N. O. Verbitskaya points that in social act the vitagenicity of a man goes as the unity of three processes: the process of survival; the process of vitality development; the process of gaining of the survival potential "safety factor" baggage and viability.

The forms of work in the professional education sphere obtain mostly a clear vitagenic character as they are the educational modeled fragments of the common forms of personal activity that means they coincide with life situations. In such way the education which allows the formation of the specialist's professional mobility, should be built on the basis of the not an artificially created situation, but a real and sound one, during which the conditions for the gaining of live and vitagenic experience are becoming apparent. In this case another approach is needed for an activation of cognitive processes of an adult.

The main factors which determine the efficiency of help and support of the students in the process of their mobility's formation are as follows: the character of the educational process organization, the connection of the educational process with the real aspects of life and its aim to show students their individuality.

These factors served as the base for determination and description of the educational principles, which contribute to the teacher's formation, capable of professional mobility. The principles in their account are as follows:

- subjectiveness (professional mobility goes as a function of the subject, capable of activity and finding his bearings easily regarding his whole living);
- grounds of the personal knowledge, skills, abilities and student's experience,
- the outstripping formation and development of the educational needs,
- valuable attitude for the obtained knowledge, skills, abilities, living experience as the source of personal mobility,
- educational movement of a person on the basis of the perspectives of his/her professional path,
- Optimal realization of the personal powers.

The principles above were put by us into the basis of choice conditions of the professionally mobile specialist's education.

We proceeded from the assumption, that the education, which helps the formation of a mobile specialist, should provide a connection of professional training with the real individual life and activity. The given statement is provided by a group of approaches, which is being looked upon as a unity of methods and means in building of the educational process, which supports the development of the competences, providing the mobility of a future specialist:

personal, activity approach, and hermeneutic approach, instrumental and contextual approaches.

The principal peculiarity of the humanitarian approach is the recognition of an individual as developing in time, transcending his borders, incomplete, open being, possessing inner freedom in the choice of the directions of his development. These views have served as a premise for the choice of the strategy of educational support in the process of the training of specialists capable of professional mobility.

The success of the teacher in profession depends much on his gaining of some amount of professional mobility. For a visualization of the future teacher training process capable of professional mobility we used a method of modeling, which allowed us to show all the stages of this process.

The process of future teacher's training, capable of professional mobility, was built as a sequence of three stages:

- stabilization stage (stable functioning in the system);
- analytical stage (personal reflection in action);
- transformation stage (stable development in the system)

The first level is characterized by the adaptation to the conditions of the higher institution environment, which can influence the student's mobility both positively and negatively. A student as an actively moving subject obtains a certain degree of adaptability. This allows him to be active in building of the trajectory of his professional development in dependence of the demands of his higher institutional environment. The adaptation of the student for the higher institutional environment is connected with the support of the stability of his functioning and helps in saving of the already achieved level of mobility. One should notice that every student has a selective sensitivity for the dynamics of conditions, influencing him, which in its turn affects the duration of the stabilization stage. The student's adaptation for the new life activity conditions allows him to get a kind of new niche, in which his activity can be revealed freely.

To initiate movement (activity, aimed at development or modernization) one should destabilize the educational sphere. To achieve this goal one should create little disturbances in the higher educational environment, - and, in the necessary direction. A conscious training of a student for the changing of self, personal activity is the necessary reaction for these disturbances. The needed perturbations of the environment we can provoke by the artificially organized meaningful event for a student, which changes the demands of the educational environment for the student and leads to the crisis of his competence. In these conditions the student tries to solve the given task by old means. The arising questions stay unanswered; the habitual actions don't give the necessary result. This leads to the dissatisfaction of one's own actions and, as a result, to the understanding of the necessity of a proper analysis of the available resources (of



knowledge, skills, abilities, opportunities). Moreover, in this case the student does not simply analyze the presence of these or those competences, but analyses their manifestation in work. The student realizes the discrepancy between the recourses already available for him and those which are yet to be achieved. All this leads to the change and expansion of student's space of action in the process of professional training. Therefore on the second analytical stage the student feels that his personal available level of competence is not enough and he feels uncomfortable. The presence of the student's willingness for a reflexive analysis is a necessary condition of the time of changes (representation of mobility). According to our data about 79% of all students not only cannot analyze their personal activity, but don't feel the necessity to do it. The lack of the self-analysis skills is one of the reasons of the students' weak involvement into the process of personal professional development and realization. The task of the future teacher realization as a professionally mobile specialist lies in the student's formation of a necessary valuable need to change his activity and life.

That's why the higher educational environment should be rich with meaningful educational events, which could put a resonance influence on a student, allowing him to choose directions of his personal professional development realization. Such point's choice gives the student a free space for opportunities to create "his self". The choice should coincide with the inner aspirations of a student, as it leads to the setting of a goal for his further professional development. The productivity of the set goal lies in the student's gaining and realizing of the trajectory (direction) of his personal professional development, most optimal in the given conditions. In this way goes the process of the trajectory realization in the last stage, which allows realizing and developing a student's potential more effectively. In the end of the transformation stage a necessity in a functional stability raises in some new conditions. The change of states "stability-movement" forms such a process-cycle, allowing representing mobility as a change of the professional realization change and the development of the future teacher. The ability of a teacher for professional mobility allows him to solve the arising professional contradictions in accordance with his value orientations, individual resources, which mean to see the given professional difficulties as a stimulus for professional development and self-realization.

In this regard to bring to action the activity of a student, various force of dissonance is necessary (what is dissonance for one person can be absolutely unapparent for another). Therefore understanding of one's professional faults is not enough for any positive change. That's why the right motivation is necessary too, value orientations, mastery of the reflection and self-regulation skills.

In our experience the future teacher training process capable of professional mobility consisted of gradual stages and was accompanied by the mastery of competences, providing mobility.

The specific principles of the content projecting of a mobile specialist's of pedagogical profile professional training are:

- axiological, which allows the teachable students to understand the main task of the pedagogical activity as a realization problem of the future society and providing of the access to the values of the cultural and national heritage;
- gnosiological, which demands the revelation of the professional pedagogical education contents in the context of the gnosiological model of the educational process;
- socializing, which characterizes the revelation of the contents in the context of coping of a man into a society and his/her adaptation;
- individual motivation, which demands the revelation of the contents in the context of providing a guarantee for employment and career growth;
- phenomenological, which conditions the revelation of the content in the context of the history of scientific views on educational problems, and also transcendent and social understanding of the change of his functions and roles;
- Special, which determines a mechanism of the special content's synergy as a sphere of the teaching, educational, professional space interaction.

Therefore the contents of the mobile specialist's professional pedagogical education should be adaptive, providing maximum adaptation for the changing conditions, and constructive, providing personal transformations and the development of the educational system in Russia. The training of the future teacher capable of professional mobility will be effective if it is being carried out in a specially organized educational environment and solves two tasks:

- Formation of the willingness of the future teacher for changes;
- Train to carry out activities in ever changing conditions.

The future teacher training capable of professional mobility one can carry out in the educational environment, which obtains the characteristics of eventfulness and variability.

The task of professionally mobile specialist's training demands from a graduate some certain competences, based on knowledge and skills, which a graduate can master by studying of some certain cycles of disciplines:

- stabilization stage: ability and willingness to study in the conditions of organization of the teacher training process in a higher educational institution; ability and willingness for interaction; ability and willingness for collaboration; ability and willingness to use the knowledge of information (laws of its creation, transformation, transmission and use);
- analytical stage: ability and willingness to study without assistance; ability and willingness for the reflection of the events, conditions, results of activity; ability and willingness to evaluate the result of personal

activity; ability and willingness to apply the communication skills variably;

- transforming stage: ability and willingness for joint activities; ability and willingness to build personal strategy of personal self development (self-evaluation of opportunities and results); ability and willingness to structure personal knowledge, skills and to actualize them adequately for a certain situation; ability and willingness for the use of innovative ideas; ability and willingness to build a strategy of the educational process development; ability and willingness to implement new technologies, methods of teaching and development; ability and willingness to use knowledge and skills of carrying out o scientific research;

In this regard we consider that we can suggest a number of methods and technologies, allowing carrying out the professionally mobile specialist's training in the conditions of the higher pedagogical institution. This is going to be some general technologies allowing every teacher to use them in the educational process of his/her discipline in the future.

We found out that almost in all disciplines of the future teacher training there's a possibility in this or that degree for the organization of the training process of a specialist, capable of professional mobility. The result of such training depends much on the organization of the training process in a specialty and even more on the higher institution teacher.

During the study of the discipline "The projection of the professional educational systems" one can form the student's willingness more in the conditions of the situation of uncertainty. Through the study of this discipline students learn to find their bearings in the changed conditions of their activity, and this orientation has an essential connection with the projection of the trajectory of one's personal development as it includes the skills to model and predict events and to create a program of one's future actions.

In the context of the discipline "The projection of professionally educational systems" we realized a program "The teacher's professional mobility". The goal of the program was in the stimulation of the manifestations of the future teachers' professional mobility in the context of their professional training. The wholeness of the program is provided by the system-making component - the direction of the students forming of a readiness for changes, readiness for mobility. The criteria of the program efficiency one should consider the level of competence formation, providing professional mobility. Every student should finally build up his self-changing trajectory on his /her own regarding his abilities and skills, values, motivation in the conditions of the educational environment, in which he/she is studying.

The consideration of the professional training of a specialist, capable of professional mobility both externally and internally led us to a conclusion that the development of basic professional competences is appropriate to carry out in

the ways of humanization of professional education. A principle characteristic of this approach is the recognition of a man as developing in time, transcending his borders, incomplete, open being, possessing inner freedom in the choice of the directions of own development. All this appeared as a premise of the strategy choice of educational support as the basic method of future teacher training, capable of professional mobility, which should be used in all of the stages of the given process.

- stabilization stage: problem-theoretical interaction; micro education (training exercises);
- analytical stage: discussion seminar; group consultations; "Log-book"; KWKFO ("know-want to know-found out"); methodology "Insert" - reading with remarks; the method of Edward de Bono "Plus, minus, interesting"; method of learning of concrete cases from practice (Case study);
- transformation stage: imitation of a problem conflict situation; task technology; the technology of organization of chronological actions; the technology of projection and self-projection; situational method (case study); event-related interview; presentation making; implementation of the segmentation of personal experience.

We didn't set the task of creating a completely fixed system of methods and technologies. This is connected firstly with the fact that education, by modeling of the image of real live activity is in fact a self-developing open system.

Basing on the gained results in the run of approbation of the given program we worked out a complex purpose-oriented program "The training process development of future teachers capable of professional mobility". The goal is the modernization of the professional system training, which creates conditions for the formation of a professionally mobile teacher.

The most important goal related indicators:

- the increase of the satisfaction of graduates by the results of higher institutional activity;
- A high ability of graduates to realize activity in the regime of innovative development of the regional educational institution.

The main tasks:

- an organization of coordination processes of various events and projects for the solution of educational development tasks;
- Creation of the mechanisms of stable functioning and educational system development in a higher institution.

Education as a social technology, providing a stable development of a specialist in the run of his professional live activity, is being looked upon by us in several aspects: as a goal, as a value and specialist's mobility support condition. Through education a graduate should get equal opportunities for adaptation to the demands of social pedagogical changes and to participate actively in the formation of future education, in the realization of the tasks of the strategic development of education.

The Russia's integration into the world community develops the abilities of a person in choosing of own educational and professional trajectory, which rises the level of its academic, and therefore professional mobility too.

The student's mobility supports the academic quality of education on its own, which allows the variability to be a resource, raising the quality of education and research through comparative and corresponding approaches to education. One of the tasks, standing before the Russian higher school is introduction of the system of credits. The tendencies of development have been outlined in Russia for the corporative educational system, for which the most perspective form is the system of modules.

Thus practical work in mobile specialists' training allowed to approve the created in the research process educational model and to make the decisions on the most important conditions of mobile specialist's training, which are as follows: the professionally mobile specialist's training in the professional education system demands an availability of certain **conditions**: the development of national educational politics in life stages of an individual; the creation of the system of professional education, which would base upon the new methodology of outstripping education; the use of the professional education system as a channel of the specialist's vertical professional mobility; giving the educational process a reflexive character; legislative strengthening of such form of the teaching process organization as "inclusive training". A specialist should have relevant starting opportunities for his professional needs; the basic educational system components should be invariant for any professional activity; professional development models should have a variable character; one should live through the suggested situations in the process of a mobile specialist's professional training, creating the situations where the basis is process of self-manifestation of individual in the interaction with the flow of life events; the realization of the continuity principle in professional training; the use of innovative means and technologies of professional education; the reservation of the gained experience in the process of professional training as providing of the mobility mechanisms; strengthening of the fundamental and specific components of the training content; the broadening of the substantial field of training for the formation and development of competences, providing the specialist's mobility.

The conclusions and the deductions of the research are made in the end of the dissertation, and also the perspective directions of the scientific research work continuation are being outlined in the field of professionally mobile specialist's training as follows:

- the search of variable educational structures, which could provide the teacher's mobility in modern conditions of the educational system development;
- the projection of the educational space of the higher educational institution, which stimulates academic and professional mobility of students and teachers;
- the research of the teacher's professional career peculiarities and others;

The main content and results of the dissertation research are set forth in the following publications of the author.